

## Section 1: Let's Travel! (22 Days)

### Enduring Understandings:

- \*Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- \*Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).

### Essential questions:

- \*What language structures are important to accurately portray meaning?
- \*What English grammar can we learn through the study of another language?
- \*How can I express my routines and habits in the target language?
- \*Why is it important to be able to suggest something to someone or tell someone what to do?

### SECTION VOCABULARY

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|---|------------------------------|
| *Travel vocabulary<br>-Clothing for travel<br>-Items for travel<br>-Useful expressions for travel | *Regular and Irregular verbs |
|---|------------------------------|

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
PRESENT TENSE VERBS	11	Describe what one does regularly or what one is doing now	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Students identify activities presented by teacher. -Students will describe daily activities as illustrated on flashcards -Paired communicative activity: Students will match activity to time of day.	- Teacher observation. - Aural/Oral discrimination. - Oral recitation of vocabulary based on lesson.	-Written assessments in response to written/oral cues. (D) -Written assessment: Write a paragraph describing 5 daily activities they do regularly. (F) -Teacher observation based on assignment (F)
THE IMPERATIVE	11	Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response in both a formal and familiar setting.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Choral repetition. -Respond to teacher directed commands. Paired activity: Students will physically respond to student directed commands.	*Oral & written assessment in response to verbal or written cues. *Present dialogues to class	-Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)

## Section 2: What’s Cooking? (21 Days)

**Enduring Understandings:**

- \*Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- \*Comparing English with other languages is important to understanding the nature of language and their cultures.
- \*Appreciating and understanding the variety of cultures that exist in a society enriches that society.

**Essential questions:**

- \*How does where you live affect what you eat?
- \*How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture’s products & social practices?
- \*What strategies do I need to communicate in linguistically and culturally appropriate ways?
- \*How does content help me respond to important questions that extend my learning beyond the classroom?
- \*How is language a product of culture?

**SECTION VOCABULARY**

\*Food Markets  
\*Food Products

\*Traditional Dishes  
Interrogative words & expressions

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
FOOD ITEMS & CUSTOMS	7	Explore the foods of the target language and eating customs of its people.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 8.1	-Find a recipe for a regional dish and translate into target language; or -Create a menu -Create a restaurant scene dialogue.	-Teacher observation. -Aural/Oral discrimination. -Oral recitation of vocabulary based on lesson.	-Written assessments in response to written/oral cues. (D) -Critique recipe or menu (F) -Teacher observation based on assignment (F)
PREFERENCE EXPRESSIONS & VOCAB.	7	Express preferences in various settings using learned expressions, and strings of sentences	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Students choose several flashcards which depict foods and tell which one they prefer and why. -In groups, students ask classmates what types of sports, clothing and TV programs they prefer.	*Oral & written assessment in response to verbal or written cues.	-Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)
INTERROGATIVES	7	Obtain information of familiar topics	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12..F.2	-Interview a classmate on familiar topics and present findings of interview. -Write a letter to a friend regarding information of familiar topics.	- Teacher observation. - Aural/Oral discrimination. - Oral recitation vocabulary based on lesson.	-Written assessments in response to written/oral cues. (D) Written assessment in response to visual cues. (S) -Teacher observation based on assignment (F)

### Section 3: Hypothetically Speaking (22 Days)

#### Enduring Understandings:

- \*Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- \*Comparing English with other languages is important to understanding the nature of language and their cultures.
- \*Appreciating and understanding the variety of cultures that exist in a society enriches that society.

#### Essential questions:

- \*How do I develop communicative competence?
- \*What strategies do I need to communicate in linguistically and culturally appropriate ways?
- \*How do I know that I am getting better in using language in real-world situations?
- \*Why can one not translate directly from English to target language / target language to English?

#### SECTION VOCABULARY

\*Verbs that are regular and irregular in the future & conditional tenses

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
THE FUTURE TENSE	11	Speak about the future and describe future plans.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Paired activity: Working with a partner, students will ask each other if a particular activity has been completed, students will answer negatively and indicate that it will be done in the future. -Students will interview each other regarding their weekend plans. -Students will listen to a song and identify future actions.	-Teacher observation. -Aural/Oral discrimination. -Oral recitation of vocabulary based on lesson.	-Written assessments in response to written/oral cues. (D) -Written assessment: Write a paragraph describing 5 daily activities they do regularly. (F) -Teacher observation based on assignment (F)
THE CONDITIONAL TENSE	11	State what one "would" do in a giving situation	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Students will list 10 things that they would do if they were rich. -Game: "What if?": given a "what if" statement/situation, students must indicate what they would do	*Oral & written assessment in response to verbal or written cues.	-Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)

## Section 4: The Past (35 Days)

**Enduring Understandings:**

- \*Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- \*Comparing English with other languages is important to understanding the nature of language and their cultures.
- \*Interpreting spoken and written language is essential to good communication and building rapport.
- \*Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.

**Essential questions:**

- \*Why is it important to reflect on the past? \*Why is it important to be able to relate actions in the past with accuracy and precision?

**SECTION VOCABULARY**

\*Units of time

\*School vocabulary

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
THE SIMPLE PAST TENSE	10	Report or express completed actions or events which have happened in the past.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Paired activity: Students share 3 things that they did on the weekend. -Students report on a movie they saw and indicate what they liked or disliked about it. -In groups of 2 or 3, students talk about a trip they have taken or a dream they have had.	-Teacher observation. -Aural/Oral discrimination -Oral recitation of vocabulary based on lesson.	-Oral report on the paired activity. (F) -Written assessment: students change sentences showing present activities to past activities. (F) -Written assessment: write a composition depicting a recent dream or trip. (S) -Teacher observation based on assignment (F)
THE IMPERFECT TENSE	13	Using the imperfect tense: describe how things used to be, state what was happening over a period of time, and explain what was going on when something else happened.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Write a brief paragraph to describe how things used to be and what one used to do. -Students will rewrite a given narrative changing present actions to one that denotes on-going and or customary/habitual actions in the past. -Students will create and label a comic strip showing interrupted action.	*Oral & written assessment in response to verbal or written cues.'	-Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)
CONTINUING PAST	12	Inquire as to how long something has been occurring and state what one has been doing.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1	-Paired activity: Discuss how long one has been studying various subjects. -Students will listen to a conversation and report findings to the class.	*Oral & written assessment in response to verbal or written cues.'	-Oral report on the paired activity. (F) -Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)

## Section 5: For Better or Worse (15 Days)

**Enduring Understandings:**

- \*Interpreting spoken and written language is essential to good communication and building rapport.
- \*Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.
- \*Knowing how something ranks in relation to something else helps people make informed decisions.

**Essential questions:**

- \*Why is it important to know how something relates to something else?
- \*How do I know I am getting better in using language in real-world situations?

**SECTION VOCABULARY**

\*Words and expressions of comparison  
\*Adjectives to describe people

\*Possessive Adjectives  
\*Demonstrative Adjectives

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
COMPARISON WORDS & EXPRESSIONS	5	Compare	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	- P A i r e d  a c t i v i t y	-Teacher observation. -Aural/Oral discrimination.-Oral recitation of vocabulary based on lesson.  *Oral & written assessment in response to verbal or written cues.'	-Oral report on the paired activity. (F) - Written assessment in response to visual cues. (F) -Written assessment: write a short paragraph on a selected topic utilizing various comparisons. (S) -Teacher assessment based on assignment (F)  -Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)
		peop li	7.NM.A.1	9.1.12.A.1	v		

<p>DEMONSTRATIVE ADJECTIVES</p>	<p>5</p>	<p>examples,</p>	<p>7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2</p>	<p>9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2 8.1</p>	<p>ity:</p>	<p>*Oral &amp; written assessment in response to verbal or written cues.'</p>	<p>-Oral report on the paired activity. (F) -Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)</p>
<p>POSSESSIVE ADJECTIVES</p>	<p>5</p>	<p>and things</p>	<p>7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2</p>	<p>9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2 8.1</p>	<p>asks</p>	<p>one</p>	<p>another to compare selected people or</p>
		<p>Point out</p>					

		o b j e c t s  a n d  p e o p l e  i n  t h e i r  r e l a t i v e  e n v i r o n m e n t s  .			p l a c e s  .  - C o m p a r e  a n d  c o n t r a s t  i t e m s  f r o m  n e w s p a p e r  c l i p p i n	
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Clarify or emphasize ownership.

gs - At the zoo: Compare and contrast various animals.



				- P a i r e d  A c t i v i t y :  A s k  o n e  a n o t h e r  t h e  l o c a t i o n  o f  c e r t a i n  o		
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				subjects in relation to self- Group Activity: While shopping		
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				w i t h  f r i e n d s ,  p i c k  u p / o r  p o i n t  t o  s e v e r a l  i t e m s  a n d  a s k  i f		
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people at parties, students will ask a partner for the name

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				activity: After a party, students identify owners of forgo		
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### Section 6: Descriptions (17 Days)

**Enduring Understandings:**

- \*Communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- \*Comparing English with other languages is important to understanding the nature of language and their cultures.

**Essential questions:**

- \*How do I develop communicative competence? \*What strategies do I need to communicate in linguistically & culturally appropriate ways?
- \*How do I know I am getting better in using language in real-world situations? \*What can we learn about our own language & culture from studying others?

**SECTION VOCABULARY**

- \*Adjectives
- \*Adverbs
- \*Ordinal Numbers
- \*Cognates
- \*False Cognates
- \*Negative words

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
ADJECTIVES	4	Identify people, places, objects, and activities in daily life based on oral & written descriptions.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Paired activity: Prepare a poster with magazine 7 newspaper clippings & identify pictured items or places. -Choral repetition in response to visual cues. Spelling bee.	-Teacher observation. -Aural/Oral discrimination -Oral recitation of vocabulary based on lesson.	-Written assessment in response to visual cues. (S) -Oral assessment based on visual cues. Students must identify a selected number of items chosen at random. (S) -Teacher assessment based on assignment (F)
ORDINAL NUMBERS	5	Identify things in sequence.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Vacation journal: Students must describe in sequence their daily activities, including visits to cultural landmarks, daily meals, etc. -Students will create a school schedule and in pairs inquire about each other's schedules.	*Oral & written assessment in response to verbal or written cues.	-Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)
COGNATES	2	Recognize similarities between English & the target language.	7.NM.A.1 7.NM.A.2 7.NM.A.3	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4	-Given a list of cognates, students must write the English equivalents. -Cognate Word Search	*Oral & written assessment	Given a word bank students will categorize cognates (D)

			7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Students will identify cognates within a given text.	in response to verbal or written cues.'	Written assessment in response to visual cues. (S)
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World Language 1 – Grades 9-12

Curriculum Guide

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
ADVERBS	3	Express one's actions in a more descriptive way.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2 8.1	-Paired activity: Students role-play a scene (horror, mystery, adventurous, etc) using qualifiers, adjectives, and adverbs. -Change a given list of adjectives to their corresponding adverb form.	-Teacher observation. -Aural/Oral discrimination -Oral recitation of vocabulary based on lesson.	-Written assessment in response to visual cues. (S) -Create comic strip with a descriptive dialogue.. (S) -Teacher assessment based on assignment (F)
NEGATIVE WORDS	2	Deny, complain & express negative reactions.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12.F.2 8.1	-Roll play a court scene, (judge v. defendant). Paired Activity: one student makes a statement, another student denies it.	*Oral & written assessment in response to verbal or written cues.'	-Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)

## Section 7: Daily Routines (14 Days)

**Enduring Understandings:** \*Cultural variations influence family structure, rites of passage, social etiquette, and communication skills.

\*\*Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).

\*Appreciating and understanding the variety of cultures that exist in a society enriches that society.

\*Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.

**Essential questions:** \*How is language a product of culture? \*Is knowledge of Grammar rules essential for communication?

\*How does context determine usage?

\*What strategies do I need to communicate in linguistically & culturally appropriate ways?

\*How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?

### SECTION VOCABULARY

\*Reflexive Verbs

Holidays

\*Family Members

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
RFLEXIVE VERBS	8	Compare & contrast the daily life of a typical student in target language country with that of a student in the USA	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Explore the scholastic schedule of a student in target language country -Rewrite one's report card according to the grading system in target language country. -Paired Activity: Create a dialogue exchanging information about one's daily schedule.	-Teacher observation. -Aural/Oral discrimination -Oral recitation of vocabulary based on lesson.	-Written assessment in response to visual cues. (S) -Presentation of dialogue. (F) -Teacher assessment based on assignment (F) -Create & present a poster which depicts a typical day in the life of a student in target language country (S)
FAMILY	2	Compare & contrast the family structure as well as the importance of the extended family, in the culture of target language country with America as its counterpart.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-In groups, students will brainstorm things, which are important to their families v. that which is important to an individual from target language country. -Interview a friend or relative of the background of target language country. -View selected video.	*Oral & written assessment in response to verbal or written cues.'	-Oral assessment: Presentation of interview. (S) -Written assessment: Students will complete a questionnaire based on video. - Teacher observation based on assignment (F)
HOLIDAYS	4	Identify & discuss the traditional celebrations of important religious and national holidays.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3	-Given a list of holidays, students will identify the time of year in which they take place. -Group Activity: Students will compare & contrast holidays celebrated in target language country with those celebrated in the USA. -Access info on a given holiday on the	*Oral & written assessment in response to verbal or written cues.'	Written assessment in response to visual cues. (S) Written/Oral assessment based on research project.

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World Language 1 – Grades 9-12

Curriculum Guide

## Section 8: Idiomatic Expressions (10 Days)

### Enduring Understandings:

- \*Much can be learned about the cultures & history of a country or region through the study of its language.
- \*Cultural variations in language & grammar structure are necessary to communicate precise meanings..

### Essential questions:

- \*How do I express myself like a native speaker?
- \*Why is direct translation not an effective means of communication in every situation?

### SECTION VOCABULARY

\*Idiomatic expressions

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
IDIOMATIC EXPRESSIONS	2	Express wonderment and probability in the present & the past.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	-Paired activity: Prepare a dialogue using certain idiomatic expressions. -Using visual cues students will identify actions that have just occurred.	-Teacher observation. -Aural/Oral discrimination -Oral recitation of vocabulary based on lesson.	-Written assessment in response to visual cues. (S) -Oral assessment: Presentation of dialogue. (F) -Teacher assessment based on assignment (F)
PROBABILITY	3	Identify things in sequence.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	Written Activity: create a comic strip which incorporates expressions of wonderment & probability. -Game: Jeopardy.	*Oral & written assessment in response to verbal or written cues.'	-Written assessment in response to visual cues. (S) - Teacher observation based on assignment (F)
USES OF THE INFINITIVE	5	Recognize the uses of the infinitive: as a noun, after prepositions, and after other verbs.	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3	-Students will examine various uses of the infinitive via song lyrics.	*Oral & written assessment in response to verbal or written cues.'	Written assessment based on written/oral cues. (S)

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## Section 9: Exploring Geography, Economics and Famous People (14 Days)

**Enduring Understandings:**

- \*Geography directly influences the culture and communication patterns of people.
- \*When modes of communication and cultures are compared it is evident that they are both unique and similar.
- \*When comparing languages, cultural values, and beliefs all communities deserve equal respect and consideration.

**Essential questions:** \*Why do cultural differences deserve equal respect and consideration?

- \*What are the natural and political divisions of the target language country and other countries where target language is spoken?
- \* What can we learn about city life, daily routines, social activities & cultural traditions through the study of the target language?

**SECTION VOCABULARY**

\*Cities & regions of Country of target language

\*Currency

\*Famous People

Topic	Number of Days	Goals & Objectives	Content Goals as per NJCCCS	Technology & Career Goals as per NJCCCS	Suggested Activities	Evidence of Student Learning	Assessments: D/F/S and Strategies for Differentiation
GEOGRAPHY & ECONOMICS	5	Identify	7.NM.A.1 7.NM.A.2 7.NM.A.3 7.NM.B.1 7.NM.B.3 7.NM.B.4 7.NM.C.2	9.1.12.A.1 9.1.12.A.2 9.1.12.A.4 9.1.12.B.2 9.1.12.B.3 9.1.12.C.5 9.1.12.D.1 9.1.12.D.3 9.1.12.E.1 9.1.12..F.2 8.1	- L o c a t e & l	-Teacher observation. -Aural/Oral discrimination.-Oral recitation of vocabulary based on lesson.	-Written assessment in response to visual cues. (S)          -Written/Oral assessment based on



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Contributions of famous & influential people from target

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